Gladstone Central State School

Responsible Behaviour Plan for Students

based on The Code of School Behaviour

1. Purpose

Queensland state schools promote learning, creativity and innovation as the platform upon which to build prosperity and quality of life for all Queenslanders. State schools are strongly committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. They prepare students for an active role in democratic life and society. High expectations, equity, inclusiveness and the building of social capital are key features of state schooling in Queensland.

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.

- The rights of all students to learn
- The rights of teachers to teach
- The rights of all to be safe.

All Gladstone City State Schools (Gladstone Central, Gladstone West, Clinton, Gladstone South, Kin Kora) are committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

This plan was developed in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through regular community meetings held during 2011 - 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009-2012 also informed the development process.

The Plan was ratified by the Principal, the President of the school P&Co. Assistant Regional Director in July 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

All areas of schools are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.
Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student, staff and parent behaviour are plain to everyone, assisting Gladstone Central State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Learn
- Care
- Respect
- Cooperate
- Act safe

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. Gladstone Schools emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments. Staff are to maintain high standards of ethical behaviour as established in the Department of Education’s Code of Conduct. All members of school communities are to abide by The Code of School Behaviour in accordance with the following standards.

All members of school communities are expected to:

- conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Students are expected to:
• participate actively in the school’s education program
• take responsibility for their own behaviour and learning
• demonstrate respect for themselves, other members of the school community and the school environment
• behave in a manner that respects the rights of others, including the right to learn
• cooperate with staff and others in authority.

Parents are expected to:

• show an active interest in their child’s schooling and progress
• cooperate with the school to achieve the best outcomes for their child
• support school staff in maintaining a safe and respectful learning environment for all students
• initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour
• contribute positively to behaviour support plans that concern their child.

Schools are expected to:

• provide safe and supportive learning environments
• provide inclusive and engaging curriculum and teaching
• initiate and maintain constructive communication and relationships with students and parents
• promote the skills of responsible self-management.

Principals are expected to:

• play a strong leadership role in implementing and communicating The Code in the school community
• ensure consistency and fairness in implementing the school’s Responsible Behaviour Plan for Students
• communicate high expectations for individual achievement and behaviour
• review and monitor the effectiveness of school practices and their impact on student learning
• support staff in ensuring compliance with The Code and facilitate professional development to improve the skills of staff to promote responsible behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.
These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
There is a wide range of proactive and preventative behaviour strategies for teachers to utilise to redirect students towards positive behaviour choices. Gladstone Central State School implements many of them including the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section on the school website, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2).

Reinforcing expected school behaviour

At Gladstone Central State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Positive Notices

Staff members hand Positive Notice cards out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules they can choose to give them a Positive Notice card. When students are given a Positive Notice card they drop the card in the designated box in their classroom.

Each Friday the principal randomly picks 6 of the submitted cards from the lower, middle and upper cohorts (2 each) to receive a positive reinforcement from the Reward box. All students are returned to these boxes for end of term major draws. Cards are never removed as a consequence for problem behaviour. Each semester certificates of appreciation are sent home to families for students with multiple positive notices and no negative incidents.

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.
Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully, more caring or more cooperative. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Targeted behaviour support: Set Sail Program

Each year a small number of students are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Students accepted into the Set Sail Program attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the Program through academic support, adult mentoring or intensive social skills training.

The Set Sail Program is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the Set Sail Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive behaviour support: Behaviour Support Team

Gladstone Central State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Intensive Behaviour Support Team:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The Intensive Behaviour Support Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team
also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and district-based behavioural support staff.

### 5. Consequences for unacceptable behaviour

Gladstone Central State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Oneschool is used to record all minor and major problem behaviour.

#### Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

#### Minor behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.

- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

- **Yellow**: Time out in a buddy class, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Set Sail Program

#### Major behaviours are those that:

- significantly violate the rights of others
• put others / self at risk of harm
• require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the office referral form and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

• Red: Parent contact, Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Set Sail Program, possible suspension, referral to District Behaviour Support, referral to Guidance Officer, short, mid or long term suspension from school

• Purple: Students who engage in persistent serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs may expect a proposal to exclude and in turn a recommendation for exclusion from school.

School Disciplinary Absences are used when other strategies and interventions fail to correct student behaviour.

The following table outlines examples of major and minor problem behaviours:

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement around school</td>
<td>• Running on concrete or around buildings</td>
<td>• Climbing over perimeter fences</td>
</tr>
<tr>
<td></td>
<td>• Running in stairwells</td>
<td>• Climbing onto rooftops</td>
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<tr>
<td></td>
<td>• Not walking bike in school grounds</td>
<td></td>
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<tr>
<td>Play</td>
<td>• Incorrect use of equipment</td>
<td>• Throwing objects</td>
</tr>
<tr>
<td></td>
<td>• Not playing school approved games</td>
<td>• Physical or verbal aggression during games</td>
</tr>
<tr>
<td></td>
<td>• Playing in toilets</td>
<td></td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Minor physical contact (eg; pushing and shoving)</td>
<td>• Serious physical aggression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fighting</td>
</tr>
<tr>
<td>Correct Attire</td>
<td>• Not wearing a hat in playground</td>
<td>• Writing offensive language on school uniform</td>
</tr>
<tr>
<td></td>
<td>• Not wearing shoes outside</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>• Possession or selling of drugs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Possession of weapons (knives, guns, sticks, bats etc)</td>
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<tr>
<td>Class tasks</td>
<td>• Not completing set tasks that are at an appropriate level</td>
<td>• Persistent interference with the learning of others</td>
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<tr>
<td></td>
<td>• Refusing to work</td>
<td></td>
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<tr>
<td></td>
<td>• Interference with the learning of others</td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Examples</td>
<td>Examples</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Being in the right place</td>
<td>• Not being punctual (eg: lateness after breaks)</td>
<td>• Leaving class without permission (out of sight)</td>
</tr>
<tr>
<td></td>
<td>• Not in the right place at the right time.</td>
<td>• Leaving school without permission</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>• Low intensity failure to respond to adult request</td>
<td>• Verbal aggression towards teacher</td>
</tr>
<tr>
<td></td>
<td>• Non compliance</td>
<td>• Throwing objects at teacher or classmates</td>
</tr>
<tr>
<td></td>
<td>• Unco-operative behaviour</td>
<td></td>
</tr>
<tr>
<td>Accept outcomes for behaviour</td>
<td>• Minor dishonesty</td>
<td>• Major dishonesty</td>
</tr>
<tr>
<td>Rubbish</td>
<td>• Littering</td>
<td>• Upending rubbish bins</td>
</tr>
<tr>
<td>Technology devices</td>
<td>• Device switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</td>
<td>• Use of a device in any part of the school for voicemail, email, text messaging or filming purposes without authorisation.</td>
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<tr>
<td></td>
<td></td>
<td>• Use of device to threaten, harass, bully or intimidate students or staff before, during or after school or online</td>
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<td></td>
<td></td>
<td>• Inappropriate online behaviour including but not limited to verbal aggression, threats of physical aggression, inciting verbal or physical aggression, inappropriate or offensive use of images (students, staff or community members or school logos or icons and the like).</td>
</tr>
<tr>
<td>Language</td>
<td>• Inappropriate language (written/verbal)</td>
<td>• Offensive language</td>
</tr>
<tr>
<td></td>
<td>• Calling out</td>
<td>• Aggressive language</td>
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<tr>
<td></td>
<td>• Poor attitude</td>
<td>• Verbal abuse / directed profanity</td>
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<tr>
<td></td>
<td>• Disrespectful tone</td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td>• Petty theft</td>
<td>• Stealing / major theft</td>
</tr>
<tr>
<td></td>
<td>• Lack of care for the environment</td>
<td>• Wilful property damage</td>
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<tr>
<td></td>
<td></td>
<td>• Vandalism</td>
</tr>
<tr>
<td>Others</td>
<td>• Not playing fairly</td>
<td>• Major bullying / harassment including online incidents (before, during or after school)</td>
</tr>
<tr>
<td></td>
<td>• Minor disruption to class</td>
<td>• Major disruption to class</td>
</tr>
<tr>
<td></td>
<td>• Minor defiance</td>
<td>• Blatant disrespect</td>
</tr>
<tr>
<td></td>
<td>• Minor bullying / harassment</td>
<td>• Major defiance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Urinating or defecating in areas other than toilet bowl</td>
</tr>
</tbody>
</table>
Parent contact and record on One School

ALL STAFF

TEACHER

TEACHER

PRINCIPAL

PRINCIPAL/DISTRICT OFFICE

Possible Management

• Proactive strategies. e.g. rule reminder, point out others doing the right thing
  • Teacher intervention

Possible Management

• Appropriate proactive/reactive strategies
  • Reinforce appropriate consequences.
  • Send to buddy teacher

Possible Management

• Behaviour monitoring.
  • Teacher request parent interview.
  • Referral to Special Needs Committee
  • TimeOut
  • Buddy Class
  • Detention
  • Internal School

Possible Management

• Case conference (teacher, parent, special needs team, admin)
  • Behaviour support team
  • Behaviour Management Plan
  • Internal Suspension

* Parents may appeal these suspensions and recommendations for

Possible Management

• Behaviour monitoring.
  • Teacher request parent interview.
  • Referral to Special Needs Committee
  • TimeOut
  • Buddy Class
  • Detention
  • Internal School

Possible Management

• Appropriate proactive/reactive strategies
  • Reinforce appropriate consequences.
  • Send to buddy teacher

Possible Management

• Proactive strategies. e.g. rule reminder, point out others doing the right thing
  • Teacher intervention

LOW LEVEL BEHAVIOURS
For example:
• Rocking on chairs
• Silly noises
• Talking
• Out of seat
• Yelling out in class
• Off task
• Dropping rubbish
• Moving around while eating
• Pushing at tuckshop
• Rough play
  • Inappropriate clothing
  • Running on paths

MIDDLE LEVEL BEHAVIOURS
For example:
• Absences
• Disruptive behaviour
• Conduct prejudicial to good order of school
• Physical aggression
• Destruction of property
• Refusal to participate in instructional program
• Verbal aggression including racial vilification (including online)
  • Inappropriate use of ICT’s

HIGH LEVEL BEHAVIOURS
For example:
• Severe absences
• Persistently disruptive behaviour
• Serious conduct prejudicial to good order of school
• Severe physical aggression
• Wilful destruction of property
• Continued refusal to participate in the instructional program
• Persistent verbal/nonverbal aggression including racial vilification (including online)
  • Persistent inappropriate use of ICT’s

EXTREME BEHAVIOURS
For example:
• Repeated suspensions
• Extreme violence
• Use or dealing with illegal substances
• Sexual misconduct
• Planned violence involving weapons
• Inciting violence or aggression towards others including racial vilification (including online activity)
  • Vandalism

POSITIVE CONSEQUENCES
- A safe environment.
- Enjoy school.
- Effective learning.
- Clean, environment.
- School pride.

Parent Contact
Record on Student File

CASE MANAGEMENT
Suspension 15-20 days
Proposal to exclude
Recommendation to exclude.

You start here.
You have your rights and you accept your responsibilities.
You respond to advice and guidance.

Responsible Behaviour Flowchart
Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Gladstone Central State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

6. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).
Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

**Physical Intervention**

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Gladstone Central State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
• refusal to comply
• verbal threats
• leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
• be reasonable in the particular circumstances,
• be in proportion to the circumstances of the incident
• always be the minimum force needed to achieve the desired result, and
• take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
• incident report (Appendix 4)
• Health and Safety incident record (link)
• debriefing report (for student and staff) (Appendix 5).

7. Network of student support

Students are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

• Parents
• Teachers
• Support Staff
• Head of Curriculum
• Administration Staff
• Guidance Officer
• Advisory Visiting Teachers
• Senior Guidance Officer
• School Chaplain
• School Based Police Officer
• Youth Health Nurse
• Youth Support Coordinator

Support is also available through the following government and community agencies:
• Disability Services Queensland
• Child and Youth Mental Health
• Queensland Health
• Department of Communities (Child Safety Services)
• Police
• Gladstone Regional Council
• Neighbourhood Centre.

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Gladstone Central State School considers the individual circumstances of students when applying support and consequences by:

• promoting an environment which is responsive to the diverse needs of its students
• establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
• recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
• recognising the rights of all students to:
  o express opinions in an appropriate manner and at the appropriate time
  o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o receive adjustments appropriate to their learning and/or impairment needs,

9. Related legislation

• Commonwealth Disability Discrimination Act 1992
• Commonwealth Disability Standards for Education 2005
• Education (General Provisions) Act 2006
• Education (General Provisions) Regulation 2006
• Criminal Code Act 1899
• Anti-Discrimination Act 1991
• Commission for Children and Young People and Child Guardian Act 2000
• Judicial Review Act 1991
• Workplace Health and Safety Act 1995
• Workplace Health and Safety Regulation 1997
• Right to Information Act 2009
• Information Privacy (IP) Act 2009
10. Related policies

- **SMS-PR-021: Safe, Supportive and Disciplined School Environment**
- **CRP-PR-009: Inclusive Education**
- **SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools**
- **SMS-PR-022: Student Dress Code**
- **SMS-PR-012: Student Protection**
- **SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass**
- **GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions**
- **ICT-PR-004: Using the Department’s Corporate ICT Network**
- **IFM-PR-010: Managing Electronic Identities and Identity Management**
- **SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students**

11. Some related resources

- **Bullying. No Way!**
- **Schoolwide Positive Behaviour Support**
- **Code of Conduct for School Students Travelling on Buses**

Endorsement

Principal  
P&C President or  
Chair, School Council  
Regional Executive Director or  
Executive Director (Schools)

*Effective Date: 1 January 2010 – 31 December 2013*
The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be taken by school staff and may be collected at the end of the day from the school office by a parent/caregiver. Breaches of this prohibition may result in discipline.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be taken by school staff. They will be made available for collection by a parent/caregiver from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the
purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

**Text communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

**Assumption of cheating**

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

**Recording Private Conversations and the Invasion of Privacy Act 1971**

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

**Special Circumstances Arrangement**

1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project, mobile phone for use outside of school to communicate with a parent) should complete the Personal Technology Device Agreement form and submit to the Principal for approval.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPads, iTouch, iPods®, tablet, Recording Pens and devices of a similar nature.
Gladstone State Primary Schools’ Cluster

Bully Prevention Strategy

To be read in conjunction with the school’s Responsible Behaviour Plan for students.

**Rationale**

The **Gladstone State Primary Schools’ Cluster** is committed to providing quality learning opportunities that enable all students to achieve within safe, supportive and disciplined learning environments.

**School community beliefs about bullying**

The **Gladstone State Primary Schools’ Cluster** does not tolerate bullying in any form. All members of the school community are committed to ensuring that each child is provided with a safe, healthy and supportive environment in which to learn and that the values of respect, responsibility, integrity and doing your best are promoted and consistently displayed.

These behaviours are seen at school, in the workplace, in the community, at home and in the media. They can affect anyone – students, staff and parents or carers. Everyone must help to make a positive difference.

“Bullying is repeated oppression, psychological or physical, of a less powerful person by a more powerful person or groups of persons”

“Bullying might include:

1. Direct physical threats or assaults
2. Social exclusion of one by another or a group
3. Verbal insults or spreading rumours
4. Sending of threatening or demeaning messages by SMS, Email, Internet
5. Non verbal signals”

It’s also important to note what bullying is not. Many distressing or unpleasant acts are not examples of bullying such as fighting, arguing, social rejection or discipline and single episodes of nastiness or meanness. These may well require action from a parent or teacher but they are not bullying. Bullying is systematic and ongoing – it is not just a one off act.

“In all **Gladstone State Primary Schools**, bullying in all its forms is not accepted and all members of our school communities accept their responsibility to promote positive relationships and to prevent bullying”.

19
Educational Programs

It is important that students, staff and parents understand what bullying is, how it impacts on people and how bullying is responded to in the Gladstone State Primary Schools' Cluster. Within the Gladstone State Primary Schools' Cluster we use the following educational strategies.

- School Wide Positive Behaviour Support (SWPBS) Process
- Responsible Behaviour Plan for Students
- You Can Do It or PALs Program
- Class meetings
- Brochure to parents
- Social skill development through school sporting and cultural activities
- Bully workshops with Guidance Officer

Prevention Programs

Effective social skill and positive relationships act to prevent bullying. In the Gladstone State Primary Schools’ Cluster we promote effective social skills and positive relationships by,

- School Programs including Student Leadership and Student Councils
- Ongoing recognition of positive behaviours through weekly awards and commendation cards
- You Can Do It Program providing students with strategies for dealing with bullying, improving self-esteem and self-confidence, by focussing on resilience, organisation, persistence, confidence and ‘getting along.’
- PALS - Social Skills Program
- Staff and Parent skilling sessions including Triple P and Teen Triple P, Non-violent Crisis Intervention
- School Chaplains

Responses to bullying

Reports of bullying will be investigated and acted upon. Responses to bullying might include targeted support for victims and perpetrators and/or sanctions or consequences consistent with the Responsible Behaviour Plan for Students.

In our Gladstone State Primary Schools’ Cluster we support victims and perpetrators by:

- Providing counselling support
- Conducting bully interviews (e.g. method of shared concern)
- Increased supervision of at risk areas
- Social skills programs targeting victims and perpetrators

In our **Gladstone State Primary Schools’ Cluster** the consequences for bullying might include the following:

- Bully interviews
- Detention
- Family meetings
- Suspension and recommendation for exclusion where bullying is so severe no other form of consequence would be deemed adequate

In our **Gladstone State Primary Schools’ Cluster**, we support victims and perpetrators by:

- Encouraging students to discuss issues with a trusted staff member or a member of the administration team at any time they have need to do so
- Providing counselling support as and when it is needed
- Conducting bullying interview which give:

  - **Perpetrators** a clearer understanding of who has been affected, and how: and giving them:
    - An opportunity to repair the damage that has been done;
    - Strong incentives to minimise further harm, and
    - An opportunity to change behaviours.
  - **Victims** a sense that those who have caused harm do understand who has been affected, and how:
    - An apology, and other forms of reparative response as required, and
    - An opportunity to suggest what reparative response is required.
    - Increased supervision of at–risk areas
    - Encouraging students to form friendships with other students
    - Social skills programs targeting victims and perpetrators
    - monitoring of interactions between identified parties

Depending on why they behave the way they do, children who bully need opportunities to learn how to:

- recognise their own feelings and those of others
• cooperate with others
• enter into friendships
• use positive body language and speech
• manage their anger
• be assertive rather than aggressive
• talk positively about themselves
• resolve conflict collaboratively

Depending on the circumstances and the individuals involved, children who are bullied will benefit from:

• providing them with immediate protection, a feeling of being safe (e.g. giving them an immediate and positive ‘time-out’ experience such as monitor or buddy/assistant)
• listen to what they have to say, and in no way blame them
• encourage them into any school interest’ groups such as gardening, chess club, etc
• training that teaches them to be assertive rather than passive or pushy

**Reporting and monitoring bullying**

In the **Gladstone State Primary Schools** Cluster reports of bullying are taken seriously. Students and parents may report bullying in the following ways.

• **Directly to a member of staff**
• **To parents**
• **Via the annual/biannual bully survey**

Reports of bullying will be collated and monitored to inform the school community about the extent of bullying and to identify particular areas of concern for future action.

**Related legislation**

• Education (General Provisions) Act 2006
• **Education (General Provisions) Regulation 2006**
• Anti-Discrimination Act 1991
• Commission for Children and Young People and Child Guardian Act 2000
• Workplace Health and Safety Act 1995
• **Workplace Health and Safety Regulation 1997**
Related policies

- **SMS-PR-012: Student Protection**
- **SMS-PR-021: Safe, Supportive and Disciplined School Environment**
- **CRP-PR-009: Inclusive Education**
- **SMS-PR-018: Information Sharing under Child Protection Act 1999**
- **SMS-PR-008: Family Law Matters Affecting State Educational Institutions**
- **CMR-PR-001: Complaints Management**
- **SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students**
- **SMS-PR-024: Internet - Student Usage**
- **SDV-PR-001: Employee Professional Development**
- **The Code of Conduct**

Some related resources

- National Safe Schools Framework ([ncab.nssbestpractice.org.au/resources/resources.shtml](ncab.nssbestpractice.org.au/resources/resources.shtml))
- National Framework for Values Education in Australian Schools ([www.valueseducation.edu.au](www.valueseducation.edu.au))
**Walk away**
- Stand tall, head up high
- Mouth closed
- Look confident
- Do not use eye contact
- Walk toward a safety zone — teacher on duty
- Do not look back
- Walk confidently, do not run

**Talk Firmly**
- Use an assertive voice, slightly raised
- Tell them to stop
- Restate your "I" statement e.g. "Please do not speak to me like that"

**Talk Friendly**
- Use a calm voice
- Maintain eye contact
- Maintain confident body language
- Use "I" statements eg. I feel upset when you don't speak nicely to me
- Maintain relatively close body proximity

**Ignore**
- Pretend you did not hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.

**Report**
- Walk away and tell a staff member
- Go to a safe area
- Bystanders should support and report
- Children should be able to give the exact facts to the teacher

---

Do the 'High Five'
# Red/Purple Behaviour Referral Form Report (Recorded on OneSchool)

## RED INCIDENT CARD

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>TEACHER</th>
<th>DATE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>TIME</th>
<th>LOCATION</th>
</tr>
</thead>
</table>

- [ ] FIGHTING
- [ ] ASSAULT PHYSICAL VERBAL
- [ ] SWEARING
- [ ] UNACCEPTABLE BEHAVIOUR
- [ ] ENDANGERING OTHERS
- [ ] VIOLENCE TOWARDS OTHERS
- [ ] HARASSMENT VERBAL PHYSICAL
- [ ] STEALING
- [ ] INTIMIDATION

**COMMENTS:**

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```

## RED INCIDENT FEEDBACK

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>ADMIN</th>
<th>DATE</th>
</tr>
</thead>
</table>

- [ ] APOLOGY
- [ ] ORAL
- [ ] WRITTEN
☐ TIME OUT ..............................................................................................................

☐ ☐ ☐ ☐ ☐
REMOVAL OF PRIVILEGE PLAY SPORT OTHER

☐ COMMUNITY WORK................................................................................................

☐
RESTITUTION

☐ REFERRED TO POLICE

☐ ☐ ☐
SUSPENSION IN - SCHOOL OUT OF SCHOOL....................................................

☐ EXCLUSION

COMMENTS..............................................................................................................

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### Incident Report (Recorded on OneSchool)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Person Completing Form:**

<table>
<thead>
<tr>
<th>Name PROBLEM BEHAVIOUR</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Time incident started</th>
<th>Time incident ended</th>
</tr>
</thead>
</table>

**Where was the student when the incident occurred?**

**Who was working with the student when the incident occurred?**

**Where was staff when the incident occurred?**

**Who was next to the student when the incident occurred?**

**Who else was in the immediate area when the incident occurred?**

**What was the general atmosphere like at the time of the incident?**
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What was the student doing at the time of the incident?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What occurred immediately before the incident? Describe the activity, task, event.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Describe what the student did during the incident.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Describe the level of severity of the incident. (e.g. damage, injury to self/others)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Describe who or what the incident was directed at.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What action was taken to de-escalate or re-direct the problem?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).</strong></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 5

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was you emotional state at the time of the escalation?

Questions for student
• What was it that you needed?
• What upset you most?
• What did we do that was helpful?
• What did we do that got it that way?
• What can we do better next time?
• Is there anything that you would do differently?
• Would you do something differently next time?
• What could we have done to make the physical intervention less invasive?

*For students who have language or communication difficulties the debriefing process will need to modified to accommodate their specific receptive and expressive needs.*